DOCUMENT RESUME

ED 233 155 CE 036 614

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TITLE Vocational Student Organizations. Module Number 13. Work Experience Program Modules. Coordination Techniques Series.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE 82
NOTE 30p.; For related documents, see CE 036 602-617. For availability information, see CE 036 602.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; Cooperative Education; *Faculty Advisers; Guidelines; Learning Activities; Objectives; Pretests Posttests; *Program Development; Secondary Education; *Student Organizations; *Teacher Education; *Teacher Role; Vocational Education; *Work Experience Programs

ABSTRACT

This self-instructional module, the thirteenth in a series of 16 on techniques for coordinating work experience programs, deals with vocational student organizations. Addressed in the module are the following topics: the major goals and purposes of vocational student organizations, the role of the teacher-coordinator as a local chapter advisor, and the purposes and procedures for developing a local vocational student organizational program. The module contains a series of pretests, learning activities, and self-checks; a sample program of work (written outline of the activities a local vocational student organization plans to accomplish for the year) planning form; a posttest; answers to the pretests and posttest; and a list of additional resources. (MN)

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ED233155

Vocational Student Organizations

This module contains two major parts:

1. The printed material on vocational student organizations and your role as an advisor.
2. A sample program of work form that is utilized in vocational student organizations.

Prerequisite for module: Module 2

When you have completed this module, you will:

GOAL 1: Know the major goals/purposes of all vocational student organizations.

GOAL 2: Know the role of a teacher-coordinator as a local chapter advisor.

GOAL 3: Know the purposes and procedures for developing a local vocational student organization program of work.

To begin this self-instructional module, please turn to the pre-test on page 2.

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MODULE NUMBER 13

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

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Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
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Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
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Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE MAJOR GOALS/PURPOSES OF ALL VOCATIONAL STUDENT ORGANIZATIONS

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the learning activities.

1. Name the eight officially recognized vocational student organizations which are an integral part of vocational education programs.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

2. What are five goals/purposes which the above eight student organizations hold in common?

   a.

   b.

   c.

   d.

   e.

3. Describe four alternative structures for a local work experience student organization.

DIRECTIONS: When finished with the Pre-test, please turn to page 23 and compare your answers with the Pre-test Key. If you missed any questions, read the material on pages 3-6.

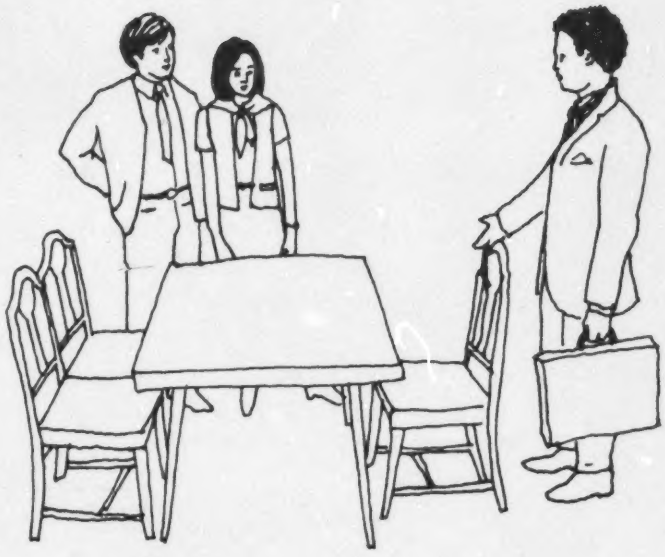
LEARNING ACTIVITIES

GOAL 1: KNOW THE MAJOR GOALS/PURPOSES OF ALL STUDENT ORGANIZATIONS

DIRECTIONS: Read pages 3-6 and then complete the Self-Check.

INTRODUCTION:

American life and American education has long been identified with voluntary associations, clubs, and organizations. The reason for the origin and growth of most youth organizations has been to better prepare students for life and adulthood.



Since the primary objective of vocational education programs is occupational preparation, vocational student organizations play an important role in achieving that goal. The objectives of the various organizations include: social, educational, vocational, and character development; leadership training; and the development of a sense of responsibility. In addition to those broad objectives, each vocational student organization has specific goals and objectives which are unique to the discipline it serves.

The United States Department of Education officially recognized eight vocational student organizations in its September, 1977 policy statement. It noted that these organizations must: 1) cooperate with and support in strengthening the respective programs of vocational and technical education, 2) continue to demonstrate by performance and in the future that its activities are compatible with the overall purposes and objectives of education, and 3) be an integral part of the vocational education system of training. The eight organizations officially recognized by the D.O.E. are:

1. AIASA (American Industrial Arts Student Association)
2. DECA (Distributive Education Clubs of America)
3. FFA (Future Farmers of America)
4. FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)
5. FBLA/PBL (Future Business Leaders of America/Phi Beta Lambda)
6. HOSA (Health Occupations Students of America)
7. OEA (Office Education Association)
8. VICA (Vocational Industrial Clubs of America)

The D.O.E. policy statement added that each of these vocational student organizations must: 1) improve the quality and relevance of instruction, 2) develop student leadership, 3) enhance citizenship responsibilities, 4) overcome sex and race discrimination and stereotyping, and 5) serve students with special needs. The policy statement further noted that Federal and State grant funds for vocational education may be used to give leadership and support to the vocational student organizations.

The importance of vocational student organizations has received continual emphasis from vocational education teacher-coordinators, administrators, psychologists, guidance personnel, sociologists, and the entire education community. This emphasis has been generated by a growing recognition that the activities of the vocational student organizations are a vital part of the curriculum. So much so, in fact, that the activities are co-curricular or intra-curricular in nature and not extracurricular like those of many other student organizations (Chess club, photography club, Junior Achievement, etc.). The activities of each of these eight vocational student organizations should help students develop the attitudes, knowledge, skills, and values they need for social, and occupational success.

As each organization was founded, it was built upon the following goals:

A. Leadership Development (personal and group leadership)

B. Social Intelligence (individual's role and place in society as well as helping in the development of needed social skills)

C. Self-Improvement (individuals realizing their potential and setting personal goals)

D. Vocational Understanding (selection of realistic vocations, career planning, and career preparation)

E. Civic Consciousness (civic responsibilities and mechanics of intelligent functioning in civic and social organizations)

Specifically, through the activities of any vocational student organization, students should have an opportunity to:

* improve and maintain their feelings of self-esteem.
* better understand their own behavior and their needs.
* develop pride in their chosen occupation and in vocational education.
* learn the value of education in terms of living a healthy, productive life.
* appreciate the values of their peers, parents, and society.
* develop a feeling of cooperation and goodwill toward others.
* understand the role and importance of America's workers and take pride in belonging to the American work force.
* accept the need to conserve human and natural resources.
* develop leadership and group participation skills.

An indepth analysis of one or two vocational student organization's philosophy, goals, objectives, learning activities, competitive events, and means of recognition is highly recommended to those teachers who are considering making an organization an integral, co-curricular component of their existing work experience program. The Department of Public Instruction can provide further information on any of the eight vocational student

organizations. Careful planning of and use of the organizations with your students can greatly motivate and stimulate student learning in and outside of the classroom.

Developing a Student Organization

Each work experience teacher should carefully consider using a vocational student organization as a method of accomplishing the goals of the program. In determining the value of a student group the following questions should be answered:

1. Do the students in the program have well developed personal, social and leadership skills?

2. Do the students have significant opportunities to interact with other students and professionals in the work world?

3. Do the students have adequate opportunities to study career choices and test the levels of their occupational skills?

4. Do the students currently actively participate in other clubs and student organizations?

5. Are the students currently involved in any co-curricular activities which provides the opportunity to plan and implement a program of work?

A careful evaluation of these questions will indicate whether there is a need for a student organization to support the work experience program. A negative response to any of the questions should result in consideration of the development of a vocational student organization or the involvement of work experience students in organizations that currently exist in your school.

There are several alternative strategies available to the work experience teacher in providing student organization experiences for the students in the program. As with most alternatives, there are advantages and disadvantages of each one. The primary alternatives to consider are:

1) The students from the work experience program participate in one or more of the local chapters of the recognized student vocational organizations that are currently operating in the local school.

2) Form a separate local chapter of one of the national student organizations for the work experience students only.

3) Organize a local work experience club. It is not affiliated with any of the national organizations and provides for local participation only.

4) Develop a combination of the alternatives with a club for work experience students with options for each student to participate in other student vocational organization activities as appropriate.

The Coordinator as a Co-Advisor

If the decision is made to involve work experience students in an organization that already exists in the school, a unique advising relationship could be developed. The work experience coordinator can serve in the role of assistant or co-advisor with another vocational education teacher. In this way, the current advisor would have additional assistance with the organization which may be very important due to an increased number of club members. Also the work experience teacher would have direct input into chapter activities and would be able to help the work experience students select appropriate activities for participation. Finally, when the work experience teacher is directly involved in the club activities; it will be much easier to integrate the vocational organization with classroom instruction and on-the-job training.

When structuring the work experience student organization, the teacher coordinator should attempt to balance two factors: 1) create an organization that allows for the active participation and development of all students, and 2) provide a structure that allows for the integration of the activities of work experience students with those of other vocational education students when appropriate. Achieving these goals will require that the work experience teacher coordinator work closely with other vocational education teachers in the school to develop an effective student organization.

DIRECTIONS: For further information on the vocational student organizations, you should review the handbooks and view the films listed in the Additional Resources section of this module.

SELF-CHECK

1. Describe the value of student organization participation for work experience students.

2. Describe the benefits of affiliating with one of the existing vocational student organizations when developing a local organization for your students.

DIRECTIONS: When finished compare your answers with the information given on pages 3 - 6. If you would like additional information, please turn to the Additional Resources listed on page 27.

PRE-TEST: GOAL 2

KNOW THE ROLE OF THE TEACHER-COORDINATOR
AS A LOCAL CHAPTER ADVISOR

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pretest. If not, turn to page 9 to begin the learning activities.

1. Name the five primary roles of a teacher-coordinator in serving as the local chapter advisor for a vocational student organization.

   a.

   b.

   c.

   d.

   e.

2. Briefly describe what the teacher-coordinator must do to accomplish the five roles noted above.

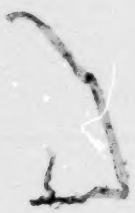
   a.

   b.

   c.

   d.

   e.



DIRECTIONS: When finished with the pretest, turn to page 24 and compare your answers with the pretest key. If you missed either of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: KNOW THE ROLE OF THE TEACHER-COORDINATOR AS A LOCAL CHAPTER ADVISOR

INTRODUCTION:

The degree to which the members of a vocational student organization are able to meet their personal goals and attain the goals of the organization is dependent, to a great extent, upon the effectiveness of the local chapter adivsor. As the advisor, you are the one ultimately responsible for directing the learning activities of the organization. It will be an important part of your total effort as a teacher-coordinator of a work experience program.

A motivated, well-organized advisor who is able to lead and guide students is a prerequisite to a successful vocational student organization. The advisor needs to be capable of directing, leading, and supervising all chapter activities to their completion.

Specifically, the successful advisor must be able to: 1) develop the abilities of chapter members to appropriately conduct chapter meetings and activities, 2) see that meaningful publicity brings attention to the chapter's activities, 3) assist students in evaluating chapter activities and 4) gives appropriate emphasis to each student's participation in broad local, state, and national activities.

Essential to the successful operation of any vocational student organization is an informed advisor. To become informed, you should read the official handbook for the vocational student organization with which you affiliate very carefully. The handbook should be reviewed every year and kept current as changes in rules, regulations, policies, etc. are made. The handbook will include the history of your vocational student organization, its goals, objectives, and activities structure, and will devote considerable attention to the specific responsibilities of the local advisor.

Furthermore, a well-informed advisor will know the school policies covering the supervision of any sponsored organization. Some schools limit the types and numbers of an organization's activities. Your school may also require that all activities must be approved by the school administration and there may be special regulations governing after-school activities, trips, etc. Most schools have these guidelines printed to assist you in your advisory role. If not, you should meet with the school administration to clearly and specifically define and outline your supervisory responsibilities.

FIVE FUNCTIONS/ROLES OF A LOCAL CHAPTER ADVISOR

There are five basic functions of a local chapter advisor. The five roles you will at one time or another perform are: 1) Administrator, 2) Program-of-Work Facilitator, 3) Evaluator of Program-of Work Activities, 4) Conference and Competitive Events Facilitator, and 5) Public Relations Coordinator. These duties are spelled out specifically in the official handbook of the vocational student organization you will be affiliated with; therefore, they will only be reviewed in this module. Again, it must be stressed that you should read the official handbook before assuming the role a chapter advisor.

ADMINISTRATOR

Definition: being responsible to the school administration of the school district for organizing, conducting, and reporting all vocational student organization activities.

The administrative role is one which takes a great deal of the advisor's time. Some of the more specific activities within this role consist of maintaining a file including: publications, official handbook, constitution, calendar of events or program of work, annual reports, chapter evaluation, budget and financial reports, secretary's book, historian's records, officer nominations, election, and installation records, membership reports for state and national headquarters, stationery, stamps, supplies, leadership resource materials, Robert's Rules of Order, state and national advisor reports/materials, scrapbook, and correspondence.

A complete file can be invaluable in selecting activities for the chapter to accomplish, arriving at probable costs and needed facilities, and for obtaining data needed by local, state, and national personnel. The chapter's secretary should take responsibility for maintaining the file.

Most chapters are responsible for completing and submitting reports to a local school official, state advisor, and national advisor on membership status, chapter activities, candidates for office, competitors in competitive events, etc. You will find that effective organization will reduce the amount of administrative time required.

PROGRAM OF WORK FACILITATOR

Definition: being responsible for guiding and assisting the students in developing the yearly program of work, obtaining administrative approval of the program of work, and providing adult supervision for all educational, social, and civic activities.

This role is specifically described in this module within Goal 3. Briefly, a program of work is a written outline of the activities a local vocational student organization plans to accomplish during the year. Your role is to see that the program of work is carefully planned and is well-balanced in the type of activities. The activities should involve the members in a variety of experiences designed to meet their needs and the needs of the organization, school, and community.

Once a plan-of-work is completed, a structure is necessary to insure that activities are actually accomplished. As a facilitator, it is your role to encourage participation, assist in execution, and supervise the activities. It is not your role to direct and dominate each activity.

EVALUATOR OF PROGRAM OF WORK ACTIVITIES

Definition: being responsible for preparing an annual report on the effectiveness and outcomes of each program-of-work activity and submitting the report to the school administration for their review.

Evaluation is the key to improvement in any vocational student organization. Specifically, evaluation of a chapter's program-of-work should be continuous and should focus on the procedures and outcomes of each activity. Evaluating the progress and growth of the chapter in terms of the chapter goals and each member's personal goals will pay dividends to both the chapter and to each member.

The students can start the evaluation process when developing a yearly program of work by evaluating last year's activities and deciding which should be retained, modified, or eliminated. If purposes of the program of work are not being met, the program should be modified so that previous errors will not be made again. All evaluations should be filed and used in planning future years' activities.

At the end of the year, you and the students should prepare an annual report summarizing the effectiveness and outcome of each program-of-work activity. As a public relations tool, it is recommended that this report should be submitted to the administration for their evaluation, review, and recommendations. Several advisors have found it useful to send the report to the students in the chapter, their parents, and their training sponsors. A summary of the activities could be prepared for the local news media as well.

WHAT TO EVALUATE

CONFERENCE AND COMPETITIVE EVENTS FACILITATOR

Definition: being responsible for planning, managing, motivating, and providing guidance and counsel to students who participate in local, state, and national conferences and competitive events and other related learning activities.

Encouraging members in the vocational student organization to participate in conferences, competitive events and related learning activities will take planning, management skill, plus your enthusiasm and ability to motivate. Each advisor should pay particular attention to the various competitive events and varied activities which are offered to allow students to participate beyond the local level. Many vocational student organizations offer competency-based competitive events which correlate to the student's career objective. These events are designed to test the student's knowledge, skills, and attitudes that have been developed while enrolled in your program.

The official state and national handbook for the vocational student organization you are affiliated with will have a listing and detailed explanation of the competitive events and other learning activities available to your members. Preparing members for these activities should not become the major purpose of your program or should it take a majority of your instructional time. As an advisor, identify competitive events/learning activities that students may wish to participate in. Then allocate sufficient time for each student to become thoroughly familiar with the rules, regulations, specifications, and components of the event. Learning the skills, knowledges, attitudes needed for competition can easily be incorporated within your regular class activities and may serve as a motivational tool for some students.

If there is a state conference held in another city, be certain school policy is reviewed and discussed with school authorities, the student involved, and parents of the students. Because the conference will take the student away from the school, pay particular attention to the legal responsibility of the school, chaperones, and advisor. If the students fully understand their responsibilities before going to the conference the dignity and prestige of your orgarization can be increased.

Out-of-town conferences will require that you make arrangements for transportation, housing, registration, and meal expenditures and means of paying for these expenses. All potential expenses should be noted at the beginning of the year so that students can incorporate the activity and related expenditures in their program of work.

The interaction your students will have with other students and chapters at conferences can often generate enthusiasm for continued preparation and excellence of performance. Participation in competitive events also allows chapter members to gain visibility and prestige, and is a valuable tool to measure what they have learned in the classroom and through on-the-job training.

PUBLIC RELATIONS COORDINATOR

Definition: being responsible for assisting members in publicizing their organization to gain community support for chapter activities, recognition of members' achievement, cooperation of parents and others, and the interest of prospective members.

Since vocational student organizations are an integral co-curricular component of the vocational education program, activities are of concern and interest to community members. Also, because many of your program of work activities will depend on public support, a good public relations program is important to the success of the chapter.

Familiarity with various public media and procedures for utilizing the media is required. Sample public relations ideas are provided in the official handbook of the vocational student organizations along with many public relations techniques. The first step in implementing a public relations program is to find out what media are available in the community for your use (e.g. newspapers, radio, television, exhibit or display areas, community groups, billboards, etc).

In most chapters, the reporter and/or public relations committee is responsible for chapter publicity, but you should review all material that will be published. This will help insure that appropriate images or messages are portrayed to the community.

It is strongly recommended that you meet with the various media personnel in your community, explain your vocational student organization's purpose, goals, and activities for the year, and solicit help from them in publicizing the group's efforts. The media personnel can provide standard formats for submitting news releases and they can note procedures to be followed in writing releases and getting them printed or on the air.

A majority of schools have policies regarding news releases for any school-sponsored activity. You should be thoroughly familiar with those policies. It is a good internal public relations concept to bring all news releases and public relations efforts to the attention of school authorities before releasing them to the community.

Besides the occasional media news releases, it is also important to explore other methods of publicizing club activities and events, to give the chapter continuous visability. Such activities might include business and/or school displays, school hallway bulletin boards, exhibits at fairs, brochures on your program and chapter available in the counselor's office, and student speakers at local service and community organizations.

A few of the items you should consider publicizing to the community and school include: membership statistics, local officers, committees and committee members, business meetings, social activities, community projects, state and national officers, programs presented to service clubs, talks or demonstrations, alumni member achievements, competitive event participants and winners, outstanding activities undertaken, photos of individual members participating in program of work activities, and employer-employee functions/activities. Most vocational organization handbooks give suggestions for preparing these items.

The role of public relations coordinator for the chapter becomes an increasingly important function and is needed to continually keep the students, school administration and teachers, parents, and community informed about the program and the benefits students are deriving from participation.

MANAGING THE ADVISORY ROLE

The five basic functions of a local chapter advisor are seldom performed independently of each other. Due to the nature of the activities of an organization, the advisor will find that it is necessary to effectively implement selected elements of each function simultaneously. The key to effective implementation is to insure that a proper balance between advisor involvement and student control is maintained.

If the students perceive the club organization as a student function, it will help insure that they accept the responsibility to complete the selected activities. The program of work provides the base from which this balance operates. People support what they create, and if the students have a major role in designing the activities, they are likely to complete the requirements.

Once the club activities are identified, the advisor may find it necessary to selectively increase and decrease involvement in order to provide the incentives necessary for students to complete a task. While there are no set rules and procedures to follow in maintaining this balance, it is a matter of directing appropriate amounts of pressure, in various forms, without jeopardizing the concept of student choice. The ultimate goal of the advisor is to establish a personal commitment on the part of each student toward completion of the club activities.

SELF CHECK

For each of the following advisor roles, list 3-5 activities that you would complete if you were advising a work experience student organization.

Advisor Role	Activities
Administrator	1.
	2.
	3.
	4.
	5.
Program of Work Facilitator	1.
	2.
	3.
	4.
	5.
Evaluator	1.
	2.
	3.
	4.
	5.
Conference and Competitive Events Facilitator	1.
	2.
	3.
	4.
	5.
Public Relations Coordinator	1.
	2.
	3.
	4.
	5.

DIRECTIONS: When you are finished, compare your answers with the information on pages 9-13. If you would like more information, please turn to the Additional Resources listed on page 27.

PRE-TEST: GOAL 3

KNOW THE PURPOSES OF AND PROCEDURES FOR DEVELOPING A LOCAL VOCATIONAL STUDENT ORGANIZATION PROGRAM OF WORK

DIRECTIONS: If you wish to attempt the module assessment, complete the following questions. If not, turn to page 16 and begin the learning activities.

1. What is the purpose of a vocational student organization program of work?

2. What are the five steps or procedures an advisor should follow in helping students develop a program of work?

   a.

   b.

   c.

   d.

   e.

3. Develop an outline that could be used to prepare a program of work for a hypothetical chapter. The outline should include all of the types of information that would be needed to effectively implement the activities.

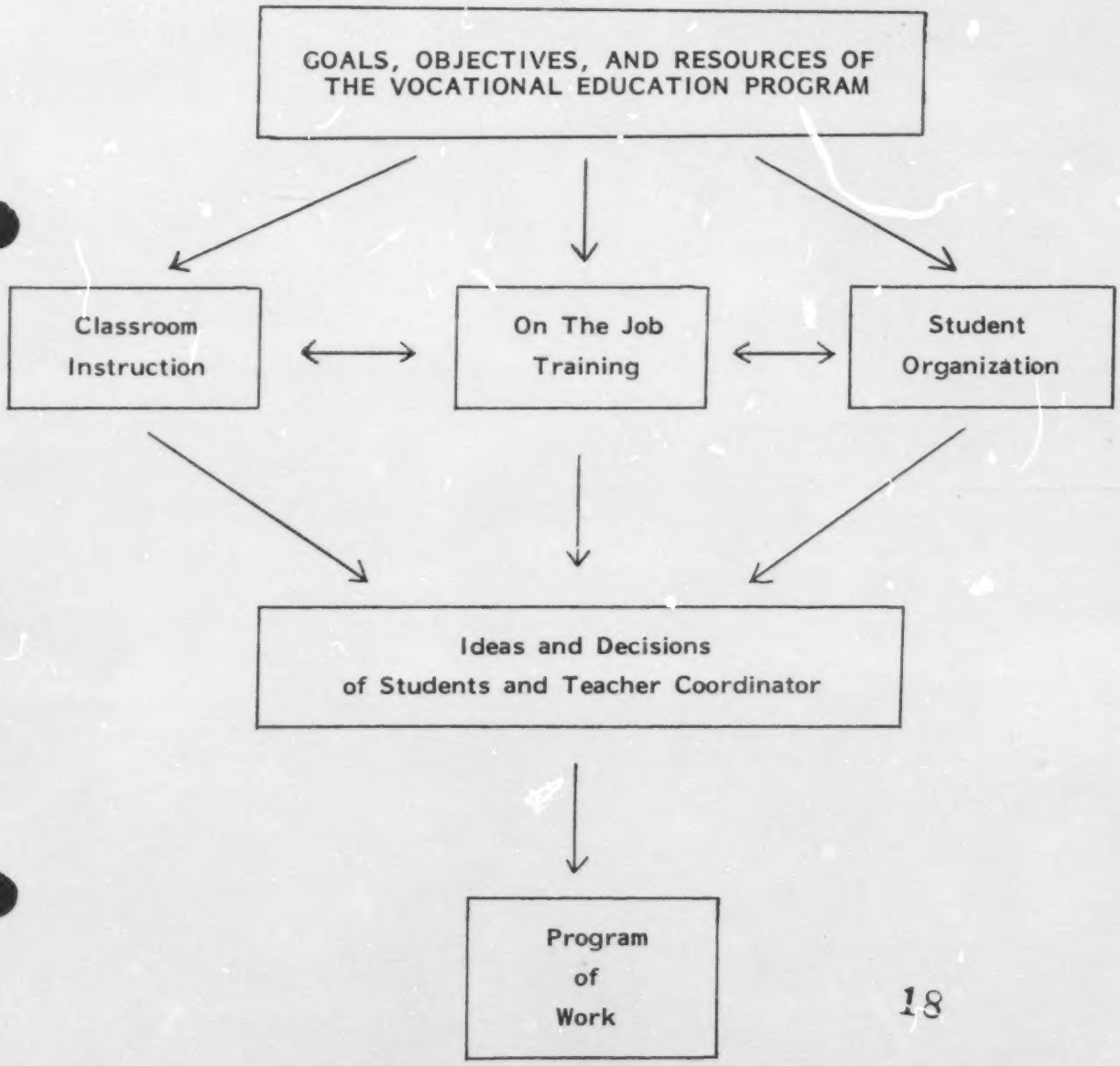
DIRECTIONS: Check you answers with the pretest key on page 25. If you missed any items, complete the Learning Activities on pages 16-21.

LEARNING ACTIVITIES

GOAL 3: KNOW THE PURPOSES OF AND PROCEDURES FOR DEVELOPING A LOCAL VOCATIONAL STUDENT ORGANIZATION PROGRAM OF WORK

A program of work must be developed to guide chapter activities if the student vocational organization is to be an integral, co-curricular component of the vocational educational program. The activities should reflect a systematic approach to making the organization truly educational and meaningful to the members (as compared to a social or recreational club). Logically, it can be seen that developing and implementing a program of work helps to ensure that the chapter operates as an integral part of the program and not as an extra-curricular group with no purpose or educational goal.

Graphically, the development of a program of work can be pictured as:


GOALS, OBJECTIVES, AND RESOURCES OF THE VOCATIONAL EDUCATION PROGRAM
Classroom Instruction
On The Job Training
Student Organization
Ideas and Decisions of Students and Teacher Coordinator
Program of Work

By definition a program of work is a detailed, written outline of the activities a local vocational student organization plans to accomplish for the year. A form for planning a program of work is shown below.

Program of Work Planning Form

_____
School Year

What is the objective or why is an activity needed?	
What activity is planned?	
Who is responsible for each part of the activity?	
What resources ($), materials, supplies, equipment are needed?	
Who will evaluate the activity?	
Time Frame?	

A carefully planned, and well-balanced program of work should involve the members in a variety of experiences designed to meet their needs, the goals and objectives of the vocational student organization, and the needs of the school and community. Ideas for program of work activities are noted in your state and national handbook.

It should be stressed that the program of work must be defensible in terms of student growth and achievement of the organization's goals. This is where your role as advisor is extremely important. If you can work with the students in developing the program of work, continually stress the need to stay on the organization's target goals and not allow them to suggest or recommend goals which are purely social or recreational in nature, you will succeed. At some time it may be required for you to assume a more direct role and at other times you will allow students to do most of the planning.

SAMPLE ACTIVITY

What activity is planned?	Conduct a vocational education development workshop for 10th graders
Who is responsible for each part of the activity?	Advisors-contact speakers, vice-president directs the workshop, PR committee-publicizes the workshop, Education committee-plans the content
What resources ($), materials supplies, equipment are needed?	Administrative approval, counselors, guest speakers from 10 occupational areas, auditorium, signs, media releases, $75.00 for travel and meal expenses
Who will evaluate the activity?	Principal, counselor, Education Committee, advisory committee, guest speakers
Time Framework?	March 10 8:00-11:00 a.m.
What is the objective or why is an activity needed?	1) Further our career awareness, exploration and preparation, 2) Further sophomores' awareness of career opportunities, 3) public relations/service activities

There are five steps or procedures an advisor should follow in helping students develop a program of work. First, explain to your students what a program or work is, why it is important for any successful organization to have one, and how they will be involved in planning, developing, and implementing the program of work. Suggest that any activity to be included must meet school policies which affect school organization activities and more importantly, activities must relate to the goals and objectives of the organization. Stress that the chapter is an intergral and co-curricular aspect of the program and that it is more than just a social or recreational club. You should give the students the goals and objectives of the organization and explain what they mean. Suggest that they try to accomplish at least one activity for each goal listed. It may be helpful to show them the format which will be used and an example of a program of work.

Second, review past chapter activities with the members pointing out the reasons for successful activities and reasons for the unsuccessful activities. Review with the members suggested program of work activities that are listed in the state and national handbook. Discussion of the past activities and suggested state/national handbook activities might be time consuming but it will be extremely worthwhile. Students' ideas are often directed by your comments and the suggestions in the handbook.

Third, a committee should be appointed to work with you in suggesting activities and tentatively planning the program of work. It is easier to work with a few of the students who represent the club's members rather than working with the entire class to develop the program of work. Working with a smaller group will save time in planning and discussion. Remember that you should carefully review recommended activities to be included in the program of work. When the committee has completed the detailed written outline you are ready for step four.

Fourth, the committee should duplicate the detailed written outline, distribute copies to the chapter members, and discuss each activity. Questions regarding suggested activities should be handled by the committee members, but you may need to add comments to ensure closure of debate. Any changes in the format should be made at this time and upon observed consensus of the group the yearly program of work should be approved.

The fifth and final step is to print and publish the program of work, distribute it to students, school officials, and parents, and start implementing the activities noted.

Some final suggestions should be offered regarding the development of a program of work:

* Be certain that the students follow the format, are realistic in their plans, and identify people responsible for managing each activity.

* Encourage a well-balanced program of work! Too many recreational activities at the expense of educational or leadership activities, will do little for student personal growth and career development. Also a balanced program allows every student a chance to participate.

* It is better to have a few, well planned activities that can be accomplished successfully than to have too many activities. Consider all of the demands on students' time as the program of work is developed.

* A student-centered program, developed primarily by students with your supervision, will encourage member participation and chapter growth. Remember . . . people support what they create!!!

* The activities should be significant to merit community, school, chapter, and student recognition. The activities should challenge and encourage every member to be a part of that activity . . . do not ignore any student who want to participate in an activity.

* Acitivities should encourage personal growth, occupational growth, and recognition for achievement so that the students will become better employees, better students, and better citizens. Be sure that most of the activities relate in some way to the educational objectives of the vocational student organization!

* Avoid planning activities beyond the financial capability of your program. Providing methods of securing and/or raising money to pay the costs of your program of work takes good planning. Costs for some chapters may be as high as $1,500 and $2,000. However, it is possible to have a successful, active chapter with a very small budget. Ideas related to fundraising are outlined in several of the National Student organization handbooks. Review local district policies on fundraising before proceeding with any projects.

* Placing the activities in a monthly calendar provides a ready reference for both the chapter members and yourself. Secure approval to conduct the activities and place the activities on the official school calendar.

SELF CHECK:

Outline a sample program of work for your chapter. Include three activities that meet three different educational goals of your program.

DIRECTIONS: Check your outline using the information in the Learning Activities. If you would like additional information, turn to the Additional Resources section on page 27.

POST TEST

1. What are the common purposes of most vocational student organizations?

2. Describe the five major roles of a student organization advisor.

3. Outline a sample program of work for a vocational student organization.

PRE-TEST KEY

1. Eight recognized vocational student organizations:
   a. AIASA (American Industrial Arts Student Association)
   b. DECA (Distributive Education Clubs of America)
   c. FFA (Future Farmers of America)
   d. FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)
   e. FBLA/PBL (Future Business Leaders of America/Phi Beta Lambda)
   f. HOSA (Health Occupations Students of America)
   g. OEA (Office Education Association)
   h. VICA (Vocational Industrial Clubs of America)

2. Common goals/purposes of the eight student vocational organizations:
   a. Improve the quality and relevance of classroom instruction.
   b. Leadership Development - Develop personal and group leadership characteristics.
   c. Civic Consciousness - Enhance student democratic, leadership, and citizenship responsibilities.
   d. Vocational Understanding - Competency career development in occupations/career clusters related to the students career objective.
   e. Self-Improvement - Character development in moral, personal, and ethical values.
   f. Social Intelligence - Social integration with peer and adult groups of similar interests.

3. The four alternative structures for a local work experience student organization are:
   a. The student from the work experience program participate in one or more of the local chapters of the recognized student vocational organizations that are currently operating in the local school.
   b. From a separate local chapter of one of the national student organizations for the work experience students only.
   c. Organize a local work experience club. It is not affiliated with any of the national organizations and provides for local participation only.
   d. Develop a combination of the alternatives with a club for work experience students with options for each student to participate in other student vocational organization activities as appropriate.

1. FIVE ROLES OF LOCAL CHAPTER ADVISOR

   a. Administrator
   b. Program of Work Facilitator
   c. Evaluator of Program-of-Work Activities
   d. Conference and Competitive Event Facilitator
   e. Public Relations Coordinator

2. FIVE FUNCTIONS OF LOCAL CHAPTER ADVISOR

   a. Administrator--be responsible to the school administration of the school district for organizing, conducting, and reporting, all vocational student organization activities.

   b. Program-of-Work Facilitator--be responsible for guiding and assisting the students in developing the yearly program of work, obtaining administrative approval of the program of work, and providing adult supervision for all educational, social, and civic activities.

   c. Evaluation of Program-of-Work Activities--be responsible for preparing an annual report on the effectiveness and outcome of each program of work activity and submitting the report to the administrator for evaluation, review, and recommendations.

   d. Conference and Competitive Event Facilitator--be responsible for planning, managing, motivating, and providing guidance and counsel to students who participate in local, state or national conferences, competitive events, and learning activities.

   e. Public Relations Coordinator--be responsible for assisting members in publicizing their organization to gain community support for chapter activities, recognition of members' achievement, cooperation of parents and others, and the interest of prospective members.

PRE-TEST KEY: GOAL 3

1. DEFINITION OF A PROGRAM OF WORK

A program of work is a detailed written outline of the activities a local vocational student organization plans to accomplish for the year. The detailed written outline of the activities explains: 1) what activity is to be done, 2) who is responsible for accomplishing the activity, 3) what resources, materials, supplies, equipment, etc. are needed, 4) who will evaluate the completed activity, 5) when is the activity to occur, and 6) why is the activity needed.

2. FIVE STEPS OR PROCEDURES TO FOLLOW IN DEVELOPING A PROGRAM OF WORK

A. Explain what a program of work is, why it is important, and how you will be involved in the development of the program of work.

B. Review past chapter program of work activities with chapter members noting successful and unsuccessful activities and reasons for failure or success.

C. Assign a committee to develop a tentative program of work with your assistance and report back to the chapter on the recommended yearly activities.

D. Have the committee make its yearly program of work recommendations to the chapter, mediate or negotiate changes (you have final authority), and approve revised activities.

E. Print, publish, and implement the program of work.

3. EXAMPLE PROGRAM OF WORK

1. Your outline includes all components listed and should be based on the specific goals of the organization and needs of the student.

2. The components of a program of work are:

A. What activity is planned
B. Who is responsible for each part of the activity
C. What resources, supplies, materials, and equipment are needed
D. Who will evaluate the activity
E. Time Frame
F. What is the objection, or why is it needed

POST TEST KEY

1. What are the common purposes of most vocational student organizations?

   a. Improve the quality and relevance of classroom instruction
   b. Leadership Development - develop personal and group leadership characteristics
   c. Civic Consciousness - enhance student democratic, leadership and citizenship responsibilities
   d. Vocational Understanding - competency career development in occupations/career clusters related to the students career objective
   e. Self-Improvement - character development in moral, personal, and ethical values
   f. Social Intelligence - social integration with peer and adult groups of similar interests

2. Describe the five major roles of a student organization advisor.

   a. administrator - responsible to the school administration of the school district for organizing, conducting, and reporting all vocational student organization activities.
   b. program of work facilitator - responsible for guiding and assisting the students in developing the yearly program of work, obtaining administrative approval of the program of work, and providing adult supervision for all educational, social, and civic activities.
   c. evaluation of program of work activities - responsible for preparing an annual report on the effectiveness and outcome of each program of work activity and submitting the report to the administrator for evaluation, review, and recommendations.
   d. conference and competitive events facilitator - responsible for planning, managing, motivating, and providing guidance and counsel to students who participate in local, state, or national conferences, competitive events, and learning activities.
   e. public relations coordinator - responsible for assisting members in publicizing their organization to gain community support for chapter activities, recognition of members' achievement, cooperation of parents and others, and the interest of prospective members.

3. Outline a sample program of work for a vocational student organization.

   Your outline includes all components listed and should be based on the specific goals of the organization and needs of the student.

   a. what activity is planned
   b. who is responsible for each part of the activity
   c. what resources, supplies, materials, and equipment are needed
   d. who will evaluate the activity
   e. time frame
   f. what is the objection, or why is it needed

Additional Resources

1. Meyer Warren G., Lucy C. Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975.

2. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1981.

3. Category H: Student Vocational Organization (H-1 to H-6) Performance Based Teacher Education Modules, American Association for Vocational Instructional Materials, Athens, GA, 1978.

4. Student handbooks from each of the National Vocational student organizations.

5. For information on each of the vocational student organizations listed contact: Career Education Division
   Department of Public Instruction
   Grimes State Office Building
   Des Moines, IA 50319